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ABSTRACT

A practicum project developed the core curriculum and core curriculum guide for an American literature survey course. Students enrolled in the course came from low socioeconomic backgrounds, exhibited problematic behavior, and evidenced poor study habits, as well as low reading comprehension skills and substandard language usage. Under these circumstances the teachers had found it difficult to meet the state objectives and to come to a consensus in preparing a standard outline for the course. All eight teachers of the course responded to a needs survey, indicating a desire for model lesson plans that would employ collateral teaching techniques and allow for consistency of content. Following implementation of the core curriculum and core curriculum guide, an evaluation was made by the teachers. Results revealed that seven of the eight participating teachers and the department head expressed satisfaction with the core curriculum. Success was indicated by its acceptance by the teachers and adoption for future use by the department. Ten appendixes include three components of the curriculum guide (the curriculum framework, student performance standards, and writing enhancement program guidelines); the needs assessment survey with results; and criteria for planning and evaluating English language arts curriculum guides. (KEH).

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A CORE CURRICULUM
AND CORE CURRICULUM GUIDE
FOR ENGLISH III

by

SUSAN T. HAISLIP

A Practicum Report
submitted to the Faculty of the Center for the
Advancement of Education of Nova University in partial
fulfillment of the requirements for the degree of
Educational Specialist

The abstract of this report may be placed in the
School Practices Information Files
for reference.

June 1987

Running head: Core Curriculum Guide

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A Core Curriculum and Core Curriculum Guide for English III

Haislip, Susan T., 1987: Practicum Report, Nova University, Center for the Advancement of Education
Education. Descriptors: Course Organization/Course Descriptions/Course Content/Course Objectives/Curriculum Development/Curriculum Planning/Curriculum Design/ Curriculum Guides/Core Curriculum/Performance Objectives/ Learning Strategies/Mastery Tests/Evaluation Criteria/ Evaluation Methods/Evaluation Designs/Program Content/ Teaching Methods/Instructional Development/Teaching Guides/Lesson Plans/State Curriculum Guides/Instruction/ Language of Instruction/Validated Programs/

This project was set in a comprehensive high school where English III was an American literature survey course. The classes were under state programs and guidelines which set curriculum requirements and performance objectives. Most of the students in the school came from low socio-economic backgrounds. They exhibited the behaviors such students usually exhibit in an academic setting. Under these circumstances teachers found it difficult to meet the state objectives. There was no standard course outline or curriculum for the course. It was the purpose of this practicum to develop the core curriculum for the course and to prepare a core curriculum guide.

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
3301 College Avenue
Fort Lauderdale, FL 33314

OBSERVER VERIFICATION FORM

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, or make judgments about the quality of the project.)

Susan Haislip has completed the work described in this report. She has kept me informed and consulted with me on all stages of the project. I have reviewed the core curriculum guide that she has prepared and am pleased to have it to use in our English language arts program next year.

Practicum Title A Core Curriculum and Core Curriculum Guide for English III

Student's Name Susan T. Haislip

Program Site Fort Pierce, Florida Date June 17,1987

Observer's Name Leonora Stein Leonora Stein
(please print ——————and sign)

Observer's position Head of English Department

Observer's comment on impact of the project (handwritten): This practicum will benefit the 11th grade instructional program and will serve as a model for the 9th, 10th and 12th grade programs at FPCHS.

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Purpose

This study was set in a comprehensive high school which included grades nine through twelve and had a student population of 2,260 (March 4, 1987). The county in which this school was located had been experiencing a rapid population growth for some years. In 1980, according to the local Chamber of Commerce, the population was 87,182. At the beginning of 1987 the Chamber estimated the population to be 126,939. Because of the population growth, the student membership of the school was in constant flux. During the first semester of the 1986-1987 school year, 298 students withdrew from the school. During this same semester 530 new students entered the school. Of these students, 211 were enrolled during the summer; the remaining 319 enrolled after classes had begun at the school. At the time of the school's last self study, 1982-1983, there were 395 seniors. Of these students approximately one third had not been in the school for the four years of high school.

The educational level of the parents of the students was low. Figures from the above cited self-study indicate that at that time the percentage of parents with a bachelor's degree was 8.0% and with some college but no degree 10.7%. The percentage of

parents who had completed less than a high school education was 53.2%. Coming from homes with parents who had little or no education, many of the students lacked academic focus. They were culturally deprived and were not effectively motivated.

Probably because of the lack of educational experience of their parents, many students placed no value on class attendance. Although there was a core of students whose attendance was regular, the students present on a given day varied as a result of kaleidescopic shifts in the continuum that ranged from students who rarely attended class to those who rarely missed. The writer taught two classes of English III. Class 1 had 28 students during the first semester of the 1986-1987 school year; class 2 had 26 students that semester. In class 1 five students entered after the first week, and five withdrew before the end of the term. The total absences for days of student enrollment were 483. In class 2 four students entered after the first week of school, and none left before the end of the term. The total absences for that class were 228.

All students at the school were required to pass four years of English in order to graduate. As of February 1987 there were approximately 470 students in the English III classes. These classes were divided

into average and advanced sections and one Advanced Placement class. The classes were taught by nine teachers. All of the classes were in the Writing Enhancement Program which required weekly composition assignments. The courses were designated as American Literature Survey courses by the state. In addition to the survey of literature, the state had set performance objectives to be mastered by the students in the classes. (Appendices A:24, B:25, C:27)

The writer was one of the teachers of English III. She had attended schools in this district from second grade through high school. She was a graduate of the University of Florida and had taught in the district for the past fifteen years. For thirteen of those years she had taught in the school in which this practicum was completed. She had taught English in grades eight through twelve and at all levels from remedial through honors (phases 1-5).

In its commitment to excellence in education, the state of Florida had set curriculum frameworks for instruction and performance standards for students for all courses taught in its public schools. The behavioral objectives for English III reflected accepted standards and goals for English instruction. They covered the areas of oral and written language:

reading, writing, listening, and speaking. They included objectives for language usage, literary criticism, and the following levels of cognitive behaviors: memory, comprehension, application, analysis, and synthesis. In addition to the above, Florida had established a Writing Enhancement Program. This program aimed at improving the composition skills of students. It made serious demands on class time as well as on the amount of time the teacher spent on the course outside of class.

Even under ideal circumstances it was a challenge to the English teacher to develop an instructional program that provided adequately for student growth in all of the above areas. Conditions which obtained at the school under consideration made this goal exceedingly difficult to achieve. The three most serious considerations have been treated above.

In this school there was a constant flow of students in and out of the classes. Student membership varied over weeks, and attendance varied from day to day. On a particular day the teacher would quite likely have students present who had been in the class only a short period of time and would almost certainly have students present who had not been there the previous day and students present who would not be there the following day. The conditions of class membership

and attendance played havoc with a curriculum that intended a progression of skill built upon skill and idea upon idea. So many hours of class instruction were missed that for a large number of students there was no hope of continuity. This circumstance greatly slowed down movement through the curriculum. Each lesson had to be presented with at least a sketch of introductory material for students who had missed previous work on it. Each skill or concept had to be reinforced many times, yet each lesson had to be structured so that the students who were regular in attendance could benefit from it.

To the above problem was added the fact that most of the students come from culturally impoverished backgrounds. In their home and societal settings there was no value placed on intellectual acheivement. They possessed no motivation to strive for academic excellence. For most of them school was something to be endured with as little effort or attention as possible. Homework assignments were commonly neglected. Little studying was done, and what was done lacked efficacy because few students possessed good study skills. As would be expected of students with culturally impoverished, low socio-economic backgrounds, these students had poor vocabularies, low reading comprehension skills, and substandard language usage. They had

limited abilities at all levels of cognitive functioning. Because they had difficulty concentrating, their abilities to attend to classwork were also limited.

The problems described were somewhat less in the honors level classes than in the average classes. They did still exist, however. As the figures on the educational levels of the parents indicate, most of the parents had no experience upon which to base knowledge of the academic requirements of higher education. They may have wanted their children to get a college education, but they were ignorant of what was involved in getting it.

The backgrounds of the students combined with the problems of enrollment and attendance made the challenge of meeting the state curriculum requirements a major strategic endeavor. The teachers of the classes felt frustrated in their attempts to meet the requirements under the conditions with which they had to cope. It seemed to be impossible to do what was expected. In a survey, conducted the last week of February 1987, of the teachers of English III, one hundred percent of the responding teachers indicated that they found it difficult to include all of the lessons that they were expected to cover during the year. (Appendices D:31, E:32)

Teachers conferred with one another informally and

individually as to the content, lessons, and instructional methods related to the course, but there was no official guide for the instructional program. Each teacher submitted his or her own course outline. The teachers had wished to introduce some consistency among classes, but attempts had failed. The desire for consistency conflicted with the desire to allow for individual differences in style and emphasis. Thus the problem remained: There were curriculum requirements for the English III classes; however, teachers felt that under the circumstances, they could not meet all of the requirements.

Every teacher who responded to the need survey indicated that she would feel more comfortable about her course if she had a guide to indicate what she should realistically expect to cover. Every teacher except one expressed a desire for model lesson plans that would employ collateral teaching techniques in order to work on more than one objective at a time. All teachers agreed that the instructional program of the entire English department would be strengthened by consistency of content among all classes of the same course. (Appendix E:32)

The teachers of English III were not the only ones who felt the need for a planned program of instruction

for their course. The department head wanted to see such a program developed and was interested in using it as a model for development of similar programs for other English courses. (Appendix F:33) The principal of the school, who was a former English teacher in and head of this department, also felt that there was a strong need for this program. (Appendix G:34) Clearly, there was a need for a core curriculum and core curriculum guide which would insure the fulfillment of state requirements under the conditions which existed, provide consistency among different sections of the same course, and still allow for the individualities of the different teachers.

It was proposed that by the opening of the school year 1987-1988, a core curriculum would have been established for English III and a core curriculum guide printed. These products would provide for compliance with the state curriculum frameworks and student performance objectives and would reflect the wishes of the teachers of the course.

In the need survey that had been conducted in February 1987 (Appendix E:32), all teachers who responded had indicated their willingness to participate in the development of a core curriculum to be taught in all English III classes. Because the teachers felt the need for this program and were willing to help develop it,

their acceptance of it was to be taken as evidence of its success.

Chapter 2

Research and Solution Strategy

It is well understood that matters relating to language and its uses are germaine to English language arts courses. English curriculum related materials fall mainly into three categories: (1) those relating to the sequencing of content through a progression of courses, (2) those relating to teaching methods and lesson planning, and (3) actual curriculum guides. A search of the literature revealed no material that is directed specifically to developing a program for a particular course.

General guides on curriculum development did contain information relevant to course curriculum development. Two articles on constructing English language arts curricula were found. Both of these were published in 1969; however, the principles they contain are still applicable. Kinder and others published Challenges to Meet. Guidelines for Building English Language Arts Curriculums, K-12. (1969) In describing the conditions favorable for creating a guide, Kinder points out that, "Those who have taken part in the formation of a guide tend to feel personally responsible for its implementation" (p.9). He also states, "Having had a part in its creation, teachers will in all likelihood

understand and make effective use of its suggestions" (p.9). According to Kinder, "The administrators and supervisors who will help put the guide into effect should have a part in its creation" (p.9). They can "participate in the initial planning (p.9).

Kinder suggests five basic questions that should be considered at the outset (p.17):

1. What is known about the pupils?
2. What is the school's philosophy of education?
3. What do the teachers believe about language arts instruction?
4. What resources are available and how adequately are they being used?
5. What is presently being taught?

Regarding organization, Kinder poses another five questions to highlight concerns (p.25):

1. What will the guide include?
2. Which aspects of the subject will it emphasize and which will it subordinate?
3. How will it care for individual differences?
4. How will it assure sequence?
5. What will the format look like?

Some Current Trends Toward Solving Curriculum

Problems in English Education - K-12 by Armstrong and others (1969) is another general guide that contains useful information. Particularly helpful are the following criteria that he believes to be of value in evaluating curriculum guides (p.7):

1. Does the guide present a program that encourages continuous growth and creativity?
2. Is the guide brief and suggestive rather than voluminous and directive?
3. Is the guide organized for ease and comfort in handling?

Armstrong also includes a list of errors that have been made in constructing curriculum guides.

A more recent and most excellent guide to developing an English curriculum is provided by the National Council of Teachers of English in Recommended English Language Arts Curriculum Guides, K-12 (1986). This publication contains "Criteria for Planning and Evaluating English Language Arts Curriculum Guides (Revised)." (Appendix H:35)

There are numerous booklets, books, and other materials available to one planning lessons in English language arts. Student-Centered Language Arts and Reading, K-12 by James Moffet (1983) focuses on cognitive development through a program of integrated

language arts program. It is recommended that the various aspects of the language arts curriculum be interwoven and not taught as discrete units.

The writer examined some curriculum guides. None of them were exactly what was needed for this situation, but they did provide ideas as to what might be included in the guide. The Teacher's Guide to Advanced Placement Courses in English Literature and Composition (1985) lists specific authors, works, and concepts to be covered. Although the content must be modified for non-Advanced Placement courses, the materials included provide a base from which to work.

Chapter 3

Method

In order to solve the problem teachers faced in attempting to deliver effective instruction across the broad spectrum of English language arts in a situation that presented almost insurmountable obstacles, it was necessary to develop a program of instruction. Careful planning was required. The teachers who faced the problem felt the need for such planning and indicated they were willing to participate in the development of a core curriculum and core curriculum guide.

Previous attempts to solve this problem had failed because of the teachers' insistence on being able to do as they wished in their own classes. One teacher expressed the following concern, "I would like to allow for some diversity of teaching styles and interests." Another commented, "A core curriculum would be an asset. However, I would not like a standard curriculum for English III. There should be some room for individuality and creativity." Other teachers expresses the same concern. (Appendix I:39)

The first consideration, clearly, had to be to allow sufficient leeway for individual differences. In order to insure this, a time restriction was set on the material in the core curriculum; it should not include

more than could be covered in a certain portion of the instructional time. The percentage of time was determined by the teachers.

The core curriculum consists of a program for meeting state curriculum framework requirements and student performance objectives within scheduled periods of time. The ordering and scheduling of these requirements and selections of particular literary elements was done by the teachers. Materials were assembled, prepared, and compiled by the writer of this report. A guide was printed that meets the evaluation criteria of the National Council of Teachers of English.

The core curriculum guide contains sample lesson plans that employ collateral teaching. Utilization of this technique is imperative in meeting the extreme demands of the teaching situation. The model lessons were contributed by this writer and other teachers of the course. They are included with each quarter's list of core contents.

Based on the research cited earlier and the advice of the department head and in consideration of the school setting, the guide contains the following:

District and School Philosophy

English Department Philosophy and Objectives

English III Objectives

State Basic Skills Requirements

State Curriculum Frameworks

State Student Performance Standards

Writing Enhancement Program Guidelines

Course Core Contents

Statement on Evaluation Criteria

Lists of Teaching Materials

Teaching Aids

The above items are presented in a loose-leaf binding to allow for ease of use and revision. This should insure that the guide will remain viable so that it will not be left unregarded on a shelf or discarded as obsolete after a year or two. This binding also allows teachers to insert additional materials so that the guide will become, as it is intended, the core around which teachers build their individual programs.

The development of the program and guide involved collecting suggestions from teachers of the course, putting together a schedule that reflected the wishes of the teachers, assembling and preparing accessory materials, and compiling the guide.

The first phase of this project involved establishing the core curriculum. Teachers met, and the

project was explained. It was decided that the core curriculum should contain an amount of material that could be covered in five weeks of each nine week quarter. This is just over half of the instructional time. Teachers were asked to submit suggestions on the contents of the core material. It was emphasized that the material in the core curriculum should be the minimum amount of material to be covered. Material would be included only if all teachers agreed that it should be. In this way a degree of standardization could be achieved while still allowing almost half of the instructional time for teachers to cover other material of their choosing or, indeed, to cover the core material in greater depth than others might wish to do.

Three teachers submitted suggestions for the contents of the core curriculum. These were considered and compared to the Advanced Placement outlines. A proposed core curriculum was prepared by the writer and submitted to the teachers for approval. One teacher, who had not submitted any suggestions, wanted several authors added to the fourth quarter core. The selections for this quarter had been kept limited because there are so many good modern authors and such variation in the preferences of the teachers that it was felt teachers should be free to make their own choices. Conferences

were held with other teachers and the department head, and it became clear that adding the authors was not satisfactory. Some other teachers did not agree that all should be required to teach the additional authors because one person wanted to. The department head said to leave the core curriculum as it was. Teachers were asked to indicate approval or disapproval. One teacher did not approve. The core curriculum was adopted by the department for use in the 1987-1988 school year.

After the core curriculum was accepted, the guide was constructed. Materials were collected, prepared, and assembled by the writer of this report. The department head approved the format and contents. Instead of numbering pages, material was numbered by subject and item. This allows for revision without disturbing pagination. Material may also be added without requiring adjustment of earlier material. Pages that were intended for reproduction were left unnumbered so that numbers would not appear on copies. The primary table of contents refers to chapters which contain tables of their contents. This practice avoids an awkwardly long table and increases ease of use and revision.

When the guide had been completed and approved by the department head, it was printed. The Director of

Media Services for the district financed the printing of the guide by the district print shop. (Appendix J:47)

Chapter 4

Results

The evaluation of the core curriculum and core curriculum guide was made by the target population, the teachers who will use it. The goal had been acceptance by 100% of the teachers who teach English III and who participated in the project. One teacher did not approve of the core curriculum because she did not agree with the selections. She had offered no suggestions when asked to submit ideas. Of the eight participating teachers, seven expressed satisfaction with the core curriculum. Success was indicated by its acceptance by the teachers and adoption by the department.

Chapter 5

Recommendations

The English department head has expressed a desire for programs such as the one developed in this practicum to be developed for all courses in the department. This would result in consistency within courses and allow for sequencing a progression of skills and concepts through the entire English language arts program. The department head has also expressed her desire that this guide serve as a model for the guides of other courses. The core curriculum guide will be available to the other public high school in the district and to any other school that would like to have it. The writer will be available to serve as a consultant should the need arise.

References Cited

Armstrong, Leon R. and others. Some Current Trends Toward Solving Curriculum Problems in English Education - K-12. Project Impact, Council Bluffs: 1969.

Corey, Robert D., Pollard, Barbara and others. Teacher's Guide to Advanced Placement Courses in English Literature and Composition. The College Board, 1985.

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Rubin, Louis J. Artistry in Teaching. University of Illinois at Urbana-Champaign. New York: Random House, 1985.

Appendices

CURRICULUM FRAMEWORK: Curriculum Framework, English III
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001370 COURSE TITLE: ENGLISH III

CREDIT: ____ .5 __X__ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 __X__ 9-12 __X__ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN AMERICAN LITERATURE AND IN ENGLISH LANGUAGE SKILLS.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, FREQUENT PRACTICE IN WRITING MULTI-PARAGRAPH PAPERS OF VARIOUS TYPES, WITH PARTICULAR ATTENTION GIVEN TO THE WRITING OF DOCUMENTED PAPERS. RELATIVE TO THESE WRITING ASSIGNMENTS, REFERENCE AND/OR SUMMARIZING SKILLS SHOULD ALSO BE STRESSED. LISTENING, SPEAKING, AND WRITING ASSIGNMENTS SHOULD BE RELATED, WHEN APPROPRIATE, TO THE STUDY OF AMERICAN LITERATURE. LITERATURE STUDY SHOULD INCLUDE THE ANALYSIS OF VARIOUS EXAMPLES OF AMERICAN LITERARY WORKS IN VARIOUS GENRES. VOCABULARY STUDY SHOULD FOCUS UPON VERBAL ANALOGIES AND OTHER PATTERNS COMMONLY FOUND ON STANDARDIZED TESTS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS III OR ENGLISH HONORS III.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE SELECTED GRADE-LEVEL AND CONTENT-AREA VOCABULARY.
2. DEMONSTRATE KNOWLEDGE OF GRAMMAR, SPELLING, USAGE, AND MECHANICS.
3. WRITE FOR A VARIETY OF PURPOSES USING ALL STAGES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING).
4. USE THE RESEARCH PROCESS TO PRODUCE A BRIEF DOCUMENTED PAPER.
5. ANALYZE REPRESENTATIVE SELECTIONS FROM VARIOUS GENRES FOUND IN AMERICAN LITERATURE.
6. PARTICIPATE IN ORAL COMMUNICATIONS ACTIVITIES.

Subject Area LANGUAGE ARTS

Course Number 1001370 Course Title English III

COURSE STUDENT PERFORMANCE STANDARDS

After successfully completing this course, the student will be able to

1. Use selected grade-level and content-area vocabulary.

   The student will
   - 1.01 determine the meanings of words from knowledge of word parts and context clues.
   - 1.02 identify correct contextual meanings of words which have multiple meanings.
   - 1.03 identify literary terms.
   - 1.04 identify semantic properties of words (abstract/concrete; denotative/connotative).
   - 1.05 use reference sources to find information about words (including word histories).
   - 1.06 demonstrate a knowledge of vocabulary words as given on specified word lists.

2. Demonstrate knowledge of grammar, spelling, usage, and mechanics.

   The student will
   - 2.01 use a variety of complete sentences in writing.
   - 2.02 collaborate with others in making editorial decisions.
   - 2.03 apply fundamental rules of punctuation in writing assignments.
   - 2.04 apply fundamental rules of capitalization in writing assignments.
   - 2.05 apply rules for subject /verb and pronoun/antecedent agreement.
   - 2.06 apply rules for appropriate use of singular and plural forms of nouns.
   - 2.07 apply rules for appropriate use of regular and irregular verb forms.
   - 2.08 apply rules for forming contractions and abbreviations.
   - 2.09 apply rules for forming comparative and superlative forms of adjectives and adverbs.
   - 2.10 edit and revise written compositions to correct errors in sentence structure, usage, capitalization, punctuation, and spelling.
   - 2.11 utilize available reference sources in finding information about specific usage of words and phrases.

3. Write for a variety of purposes using all stages of the writing process (prewriting, drafting, revising).

   The student will
   - 3.01 organize and synthesize information into a composition of more than one paragraph.
   - 3.02 use a variety of writing modes: narration, description, persuasion, and exposition.
   - 3.03 produce a creative piece of writing (short story, poem, character sketch, monologue, play).
   - 3.04 write an outline for an investigation which uses the scientific method.

COURSE STUDENT PERFORMANCE STANDARDS

3.05 write a paper synthesizing ideas drawn from several sources.
3.06 write accurate, complete, organized, and reflective answers to essay questions.
3.07 write a summary of information read or presented.

4. Use the research process to produce a brief documented paper.

The student will
4.01 select and limit a subject.
4.02 identify appropriate reference sources.
4.03 prepare a preliminary outline or plan.
4.04 take notes from selected readings.
4.05 write a final draft of a brief, documented paper.

5. Analyze representative selections from various genres found in American literature.

The student will
5.01 identify characteristics of various literary genres.
5.02 explain the literal meanings of figurative language encountered in literary selections.
5.03 identify main ideas and themes in literary selections.
5.04 analyze the distinctive features and themes of American literature.
5.05 relate major literary works and authors to their times.
5.06 explain the effect of dialect in a given literary selection.
5.07 compare and contrast ideas, imagery, or use of language found in two given selections with similar subjects or themes or from the same time period.
5.08 write an analysis of a literary character which includes discussion of motivational influences as well as patterns of behavior.

6. Participate in oral communications activities.

The student will
6.01 participate in class discussions according to specified criteria for individual and group behaviors.
6.02 write a speech or a report intended for oral presentation.
6.03 identify essential elements of a formal presentation.
6.04 deliver speeches prepared for a specific purpose and/or a specific audience.
6.05 practice control of nonverbal communciation techniques.
6.06 employ elements of effective vocal delivery.
6.07 present oral directions which can be followed by other persons.
6.08 summarize orally the contents of presentation.
6.09 evaluate an oral presentation using established criteria.
6.10 adjust listening process according to listening environment and purpo

Writing Enhancement Program Guidelines

FPCHS WRITING ENHANCEMENT PROGRAM: 1985-1986

I. School's responsibility
   A. Writing Enhancement classes will have no more than 17 students per class, OR
   B. A teacher of Writing Enhancement classes will have no more than 100 students per day

II. Teacher's responsibilities
   A. Collect at least one written product per week from every student
   B. As much as possible, apply composition skills to course literature content
   C. Use a variety of techniques for evaluation (see section V)
   D. Have a minimum of three thoroughly evaluated papers out of the required for each grading period using a constructive system that provides more than a check-off and gives students substantial assistance in developing their writing proficiency
   E. Encourage and/or require student pre-writing activities and revision of written material
   F. Keep folders containing the evaluated writings of each student in the program
   G. Maintain lesson plans that identify the specific writing assignments required of the students
   H. Meet regularly with other teachers involved in the Writing Enhancement Program to discuss writing assignments and teaching strategies
   I. Assign evaluative ENTRY and EXIT compositions which the state or county deems necessary for monitoring the writing program

III. Student's responsibilities
   A. The student will produce one written assignment per week as evinced by the papers in his/her folder
   B. The student will demonstrate through preparation of at least one writing assignment his/her awareness of the following steps:
      1. Pre-writing
      2. Drafting
      3. Revision
      4. Evaluation
   C. The student will keep a log of all writing assignments including the four steps of the writing process

Writing Enhancement Program Guidelines

IV. Criteria for assignments
- A. The Writing Enhancement bill requires each student to produce at least one SIGNIFICANT WRITING ASSIGNMENT each week the class is in session
- B. Excluding ENTRY and EXIT assignments, at least one assignment per nine weeks should include pre-writing and revision activities
- C. Each of the four steps of the writing process constitutes a significant writing assignmnet
- D. The length of a composition may be one or more paragraphs with the minimum of one paragraph for only the lowest ability level students
- E. As many writing assignments as possible should be related to the subject matter of the course being taught
- F. Assignments should include expressive, transactional, and poetic modes of writing with emphasis on transactional writing
- G. Final drafts submitted for evaluation by students should conform to the criteria enumerated in the FPCHS Manuscript Form style sheet
- H. The majority of work on an assignment should be done in class
- I. Editing and revision activities should be a class activity so that the student can correct with peers, tutors and/or the teacher
- J. Assignments should allow for a wide variety of audiences and purposes

V. Editing and evaluation procedures
- A. A minimum of three compositions per nine weeks should be evaluated using a system that provides more than a check-off and gives students substantial assistance in developing their writing proficiency
- B. Writing assignments should be evaluated for clarity content, style and development of ideas as well as grammatical correctness
- C. Evaluation techniques should vary according to the assignment and student need:
  1. Train students for peer evaluation
  2. Use editing sheets
  3. Try holistic scoring or primary trait evaluation
  4. Allow for student/teacher conferencing time
  5. Analyze whole-group strengths and weaknesses
  6. Post/publish model papers
  7. Write comments on individual papers
- D. Students should be involved in evaluation through the editing process so that the errors are corrected before the teacher gives a final evaluation

VI. Recordkeeping Procedures
- A. File folders
  1. Each student will be assigned an individual file folder in which all composition assignments will be filed
  2. The student folder will remain in the teacher's classroom files
  3. The student may borrow or make copies of any of his/her papers
- B. Writing log
  1. One copy will be placed in each student file (stapled to the inside front cover)
  2. Filling in the log is the student's responsibility except for the teacher's initialling of each assignment

VII. ENTRY and EXIT samples of student writing
- A. ENTRY sample (first assignment)
  1. There is a 40-45 minute time limit and the composition must be completed in class within that time limit
  2. There is no length requirement for the assignment
  3. Topics at various grade levels will be selected by teacher agreement, and all students in the same grade will write on the same topic at the same time
  4. There is no pre-writing instruction
  5. No grades will be assigned since the sample compositions will be used only for diagnostic purposes and for comparison with the EXIT sample to measure progress
  6. "ENTRY SAMPLE" should be written in the top lefthand corner of the first page of each composition
  7. The ENTRY sample will be placed in each student's folder and the assignment should be logged
- B. EXIT sample (not the last assignment)
  1. There is a 40-45 minute time limit and the composition must be completed in class within that time limit
  2. There is no length requirement for the assignment
  3. The same topic used for the ENTRY sample will be assigned
  4. The EXIT sample will be assigned between the sixth and eighth week of the last nine weeks according to teacher agreement and all students in the same grade will write on the same topic at the same time
  5. Assignment of grades is optional - at the teacher's discretion
  6. "EXIT SAMPLE" should be written in the top lefthand corner of the first page of each composition
  7. The EXIT sample will be placed in each student's folder and the assignment should be logged
- C. The English Dept. chairperson will collect and file all writing logs and ENTRY and EXIT samples

Writing Enhancement Program Guidelines

DEFINITION OF "WRITTEN WORK"

Each teacher may exercise professional judgment concerning what types of writing assignments would be most beneficial to the students. Since various courses will be identified for the program, it is understood that the range of possible writing assignments will be great. Virtually any productive writing task, including outlining, notetaking, paraphrasing and summarizing, could qualify if it fit in with the overall objectives of the course. The goal is, however, to strengthen each student's capacity to handle the English language autonomously. Therefore, the greatest possible emphasis should be placed on writing that requires independent thought. Although workbooks can be used in the program, only those assignments that require a degree of autonomous writing will meet the specification of a "written product". Exercises that involve completion, transformation, elimination or sentence combining cannot be counted toward the requirement of a weekly written product.

Needs Assessment Survey Form February 17, 1987

Dear Colleague:

As a part of my practicum for Nova University I am conducting a survey to determine if there is a need for a core curriculum and guide for English III. I would appreciate it very much if you would complete the following questionnaire and return it to me.

Yours truly,
Susan Haislip
Susan Haislip

Please respond to items 1 through 6 with true or false.

1. I find it difficult to include all of the lessons I am supposed to teach in the school year. _____

2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. _____

3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. _____

4. I feel that all students taking the same course should take the same exam. _____

5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). _____

6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. _____

Comments: _____

_____

_____

_____

_____

Signature _____

Appendix E

Table 1

Need Assessment Survey Results

% Agree	% Disagree	Question
100	0	I Find it difficult to include all of the lessons I am supposed to teach in the school year.
100	0	I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover.
100	0	I feel the instructional program of the English department would be strengthened by consistency in content among all classes of the same course.
25	75	I feel that all students taking the same course should take the same exam.
87	13	I would like some models of lesson plans that employ collateral teaching.
100	0	I would be willing to participate in the development of a core curriculum that would be taught in all classes of English III.

Fort Pierce Central High School

1101 Edwards Road • Fort Pierce, Florida 33482-6298

Phone (305) 464-6000

JAMES H. SULLIVAN
Principal

E. WAYNE GENT
ROBERT L. HIPLE
GLORIA M. JOHNSON
Assistant Principals

March 9, 1987

Susan Haislip
Fort Pierce Central H.S.
1101 Edwards Road
Fort Pierce, FL 33482

Dear Mrs. Haislip:

I am pleased with your proposed practicum project. There is a need for a core curriculum and curriculum guide for the English III program. I am particularly interested in the possibility of using this program as a model for development of similar programs for other courses.

Sincerely,

Leonora L. Stein

Leonora L. Stein
FPCHS English Dept. Chairperson

Appendix C
Statement of Head: Principal of School

Fort Pierce Central High School

1101 Edwards Road • Fort Pierce, Florida 33482-6298

Phone (305) 464-6000

JAMES H. SULLIVAN
Principal

E. WAYNE GENT
ROBERT L. HIPLE
GLORIA M. JOHNSON
Assistant Principals

March 13, 1987

Mrs. Susan Haislip
Fort Pierce Central High School

Dear Mrs. Haislip:

I am most happy to learn of your Nova Practicum Proposal for the development of a core curriculum and curriculum guide for English III. As you are aware State Curriculum Frameworks and Minimum Student Performance Standards provide specific requirements as to what skills should be taught in these classes. Our basic problem has been the need for a unified curriculum through which these objectives and performance standards can be achieved. It seems as though your practicum will address this need.

Please advise if I may be of assistance to you as you work on this project.

Sincerely,

James H. Sullivan

James H. Sullivan
Principal

Accredited by the Southern Association of Colleges and Secondary Schools

CRITERIA FOR PLANNING AND EVALUATING ENGLISH LANGUAGE ARTS CURRICULUM GUIDES (REVISED)

The Committee to Evaluate Curriculum Guides and Competency Requirements has repeatedly revised its criteria in an effort to keep pace with the practices of the best curriculum developers. These criteria were formulated with several objectives in mind. First, they provide each member of the committee with a uniform basis for initial evaluation, with each guide also viewed as a unique document. Second, the criteria may serve to help schools and other educational agencies that are in the process of developing and evaluating curricula. Finally, the committee hopes that the criteria may act as a change agent within the field of the English language arts.

Philosophy

This guide...

1. presents a statement of district or faculty philosophy that coherently conveys the beliefs of the developers about student and subject matter;

2. promotes a natural, organic integration of language arts experiences;

3. encourages teachers to view language as both a subject and a communicative process central to all human life and learning;

4. recognizes that individual processes of language development and concept development cannot necessarily be grouped into arbitrary grade level expectancies or requirements;

5. reflects knowledge of current or recent developments in modern language theory;

6. indicates that successful language experiences are essential for all students;

7. recognizes the assets of bidialectal, bilingual, and non-English speaking students in exploring language concepts;

8. recognizes the importance of students' accepting their native language as well as that of others.

Objectives

This guide...

1. includes objectives directly related to the philosophy;

2. states objectives as tasks that can be performed;

3. recognizes that many objectives are desirable even though progress toward them may not be easily observed or accurately measured;

4. sets clear objectives for all major components of the English curriculum within the scope and sequence of the guide;

5. distinguishes teacher objectives from student objectives;

6. includes objectives that are varied and which accommodate a range of student abilities and teaching styles;

7. contains objectives for improving both expressive (writing and speaking) and receptive (reading and listening) language.

Content: Language

This guide...

1. recognizes that the content of language study often comes from real life;

2. provides for the study of a variety of conventional aspects of linguistics, such as semantics, regional and social dialects, grammars, lexicography, body language, and history of language;

3. provides for both imaginative and informative uses of language in student groups;

4. encourages student application of language appropriate to audience and purpose;

5. distinguishes between grammar and usage;

6. recognizes that acquiring information <u>about</u> language does not necessarily improve oral or written language performance.

Content: Composition

This guide...

1. suggests strategies for developing composition skills;

2. recognizes the significance of composing as a means of self-discovery and of bringing order to human experience;

3. recognizes that composing is a process involving stages, such as prewriting, drafting, and revising;

4. provides prewriting activities designed to stimulate composing;

5. recognizes that composing is often aided by small group interaction in an atmosphere of sharing;

6. allows for student-teacher interaction (conferences);

7. recommends that composing occur for different purposes and usually for audiences other than the teacher;

8. recognizes that analysis of language is an editing tool in the composing process (improves editing).

Content: Reading

This guide...

1. provides ways to determine individual degrees of readiness;
2. suggests procedures to help teachers develop student reading skills;
3. recognizes that a total reading program, reaching beyond the development of basic reading (decoding) skills, focuses on student comprehension;
4. relates reading instruction to the whole language arts program.

Content: Literature

This guide...

1. provides for a comprehensive literature program;
2. provides for study of various literary genres;
3. recommends that students be allowed and encouraged to select and read all types of literature, classical through contemporary;
4. recognizes that involvement in a piece of literature is more important than talking about literary terms;
5. helps teachers to identify, explore, and accept varieties of affective and cognitive responses;
6. provides for the integration of writing and literature.

Content: Media

This guide...

1. promotes audiovisual as well as verbal literacy;
2. suggests ways of involving students in using media;
3. suggests specific media supplements for learning activities;
4. lists media resources available to teachers and specifies procedures for obtaining them;
5. recognizes the use of the new technology (computers, word processors) in the teaching of English.

Organization

This guide...

1. suggests a scope and sequence of basic communication skills;
2. makes clear how particular units and lessons are related to the total English language arts program;
3. organizes major aspects of the language arts according to some consistent, identified structure or pattern;
4. provides a process for learning through which teachers help students become increasingly independent.

Policies and Procedures

This plan...

1. explains teachers' responsibilities and suggests options for content and methodology;
2. reflects the principle that students themselves should often generate learning activities;
3. reflects the participation of the total educational community;
4. regards textbooks as resources rather than courses of study;
5. supports the view that curriculum building is an ongoing process.

Design

This guide...

1. is easy to read: the language is clear and effective;
2. is presented in an appealing form and style;
3. has a format, such as loose leaf, that makes revision convenient;
4. states its relationship, if any, to other curriculum guides, district goals, or graduation requirements;
5. suggests as resources a large variety of specific background materials and school services;
6. provides a model for evaluation of the program.

February 17, 1987

Need Assessment Survey Response

Dear Colleague:

As a part of my practicum for Nova University I am conducting a survey to determine if there is a need for a core curriculum and guide for English III. I would appreciate it very much if you would complete the following questionnaire and return it to me.

Yours truly,
Susan Haislip
Susan Haislip

Please respond to items 1 through 6 with true or false.

1. I find it difficult to include all of the lessons I am supposed to teach in the school year. F
2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. T
3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. T
4. I feel that all students taking the same course should take the same exam. T
5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). T
6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. yes

Comments: A core curriculum would be an asset. However I would not like a standard curriculum for English III. There should be room for individuality and creativity.

Signature Anesta Bailey

February 17, 1987

Need Assessment Survey Response

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Yours truly,
Susan Haislip
Susan Haislip

Please respond to items 1 through 6 with true or false.

1. I find it difficult to include all of the lessons I am supposed to teach in the school year. true
2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. true
3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. true
4. I feel that all students taking the same course should take the same exam. false
5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). true
6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. true

Comments: _____

_____

_____

_____

_____

Signature Baker

February 17, 1987

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Susan Haislip

Please respond to items 1 through 6 with true or false.

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2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. true
3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. true
4. I feel that all students taking the same course should take the same exam. false
5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). true
6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. true

Comments: _____

_____

_____

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_____

Signature L. Dickerson

February 17, 1987

Need Assessment Survey Response

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Yours truly,
Susan Haislip
Susan Haislip

Please respond to items 1 through 6 with true or false.

1. I find it difficult to include all of the lessons I am supposed to teach in the school year. True
2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. True
3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. True
4. I feel that all students taking the same course should take the same exam. True but *
5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). False
6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. True

Comments: * A basic part should be the same. Part could be varied to allow for differences among classes.

Signature Susan Haislip

Need Assessment Survey Response

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Susan Haislip
Susan Haislip

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2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. T
3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. T
4. I feel that all students taking the same course should take the same exam. F
5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). F
6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. T

Comments: I do feel all English III teachers of appropriate levels (Honors, regular, basic skills) should be required to cover the same amount of material with the same general objectives.

Signature J. Haislip

February 17, 1987

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Yours truly,
Susan Haislip
Susan Haislip

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1. I find it difficult to include all of the lessons I am supposed to teach in the school year. TRUE
2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. TRUE
3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. VERY TRUE
4. I feel that all students taking the same course should take the same exam. FALSE
5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). TRUE
6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. TRUE

Comments: I always have the nagging feeling that I am leaving something out of my curriculum. I would like to see more structure and common areas taught in Eng. III.

Signature Doris McManus

Need Assessment Survey Response

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Susan Haislip
Susan Haislip

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1. I find it difficult to include all of the lessons I am supposed to teach in the school year. TRUE
2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. TRUE
3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. TRUE
4. I feel that all students taking the same course should take the same exam. TRUE (with reservations - see below)
5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). TRUE
6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. TRUE

Comments: I would like to allow for some diversity of teaching styles & interests.

Signature Leonora Stein

February 17, 1987

Need Assessment Survey Response

Dear Colleague:

As a part of my practicum for Nova University I am conducting a survey to determine if there is a need for a core curriculum and guide for English III. I would appreciate it very much if you would complete the following questionnaire and return it to me.

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Susan Haislip
Susan Haislip

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2. I would feel more comfortable about my course if I had a guide to indicate what I should realistically expect to cover. true
3. I feel that the instructional program of the language arts department would be strengthened by consistency in content among all classes of the same course. True
4. I feel that all students taking the same course should take the same exam. False
5. I would like some models of lesson plans that employ collateral teaching (teaching that includes secondary objectives along with the primary objective). True
6. I would be willing to participate in the development of a core curriculum that would be taught in all English III classes. true

Comments: _____

_____

_____

_____

_____

Signature M. Hall

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JACK E. ROBERTS
Library Media Services Supervisor

MEMORANDUM

June 15, 1987

TO: MR. JAMES SULLIVAN, PRINCIPAL

FROM: JACK ROBERTS, SUPERVISOR OF LIBRARY MEDIA SERVICES JR

RE: CORE CURRICULUM GUIDE, ENGLISH III FOR CENTRAL HIGH SCHOOL

This memorandum confirms our agreement regarding the publication of your schools' Core Curriculum Guide for English III, developed by Mrs. Haislip and committee.

My office has been in contact with the District Print Shop and will provide the financial support for this publication.

Please contact me if additional assistance can be provided by this office.